

# YEAR 3 PARENT INFORMATION BOOKLET 2024



Islamic College of Brisbane Ltd

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## College Mission Statement

**Motto:** *Seek Knowledge.*

**Identity:** *An Australian Islamic School.*

**Vision:** *Best School; Best Learning Journey.*

**Mission:** *Nurture growth and foster ethics to achieve full potential.*

**Purpose:** *To educate, to inspire, to make a difference.*

**Ethos & Values:** *Morality, Excellence and Innovation.*

## College Values

Our school values are based on Values for Australian Schooling- Care and Compassion, Doing your best, Fair go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility and Understanding, Tolerance and Inclusion. From these values our college focuses on the acronym 'TRUTH' which stands for:

**T** Tolerance

**R** Respect

**U** Understanding

**T** Trustworthiness

**H** Honesty

## Introduction

### Assalamu Alaykum Wr., Wb..

Welcome to the start of another school year. Inshallah, our Year Three students have a busy year ahead of them. This year our main objectives with the students will be:

- 📖 to provide them with a positive classroom atmosphere that focuses on the development of Islamic values and behaviours.
- 📖 to provide them with a variety of learning experiences to suit all learning styles and levels of ability.
- 📖 to encourage them to be responsible of their own learning, develop interests and passions, and to provide students with the academic skills needed to do this.
- 📖 to provide them with a solid grounding in Literacy and Numeracy skills, which are the foundation stones for learning.
- 📖 to encourage them to be proud of their personal accomplishments, class, school and community.
- 📖 to facilitate learning experiences that cater for a variety of needs, differences, beliefs and cultural backgrounds.

## Student Achievement

Throughout the year we celebrate student achievements through various awards- daily teacher awards, Student of the Month awards, CEO's awards. In addition, we have End-of-year Awards where students have the opportunity to be involved in the ceremony. Students and parents should note that it is difficult to be one of the highest achieving students in the class and that not everyone can win or come first all the time.

Some of the awards given are:

1. Overall Academic Excellence (top 3 students from each class)
2. Overall Excellence in Islamic Studies
3. Overall Excellence in Arabic Studies (both Arabic and Non-Arabic speakers)
4. Overall Excellence in Sports- (one boy and one girl per class.)
5. Exemplary Student Etiquette Awards-(3 students with the highest number of teacher awards per class.)
6. Australian / University Credit or Distinction certificates



It is up to each individual teacher's discretion on the amount of awards given and under no circumstances will final results be edited or changed.

## Literacy and Numeracy National Testing

Year 3 students will take part in the National Assessment Program

- Literacy and Numeracy (NAPLAN).





The NAPLAN tests are scheduled in March. School specific timetable for the test will be shared early in term one. See [Key dates](#) or [NAPLAN test window](#) for more information. All tests will be online except that all Year 3 students will continue to complete the writing assessment on paper. A series of tests will assess the areas of Conventions of Language (spelling, grammar and punctuation); Writing- either narrative or persuasive; Reading; and Numeracy (including number, measurement, chance and data, space, working mathematically, algebra function and pattern).

From 2023, NAPLAN results are reported against proficiency standards. There is a standard for each assessment area at each year level. Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the student at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling. Student achievement is shown against 4 levels of proficiency: Exceeding, Strong, Developing and Needs additional support. A NAPLAN individual student report will be provided by your child's school later in the year.

Students are not expected to study for NAPLAN. You can support your child by reassuring them that NAPLAN is a part of their school program and reminding them to simply do their best. Some explanation of NAPLAN is useful to help students understand and be comfortable with the format of the tests; however, it is not necessary for parents/carers to do this. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

The following information is available as a downloadable [NAPLAN information for parents and carers brochure \(PDF 108 KB\)](#) and a [Simple English NAPLAN information brochure for parents and carers \(PDF 1 MB\)](#).

## Textbooks

-  [Soundwaves 3- National Edition](#) – A Phonetic approach to spelling containing practical activities. Soundwaves helps children learn to spell, use words in context and develop personal spelling lists.
-  [Writing Time 3 \(QLD Modern Cursive\)](#)- Handwriting text book for students to help them improve their handwriting.

## Attendance and Punctuality

Children should **attend school on every day** when instruction is offered unless the school receives a valid reason for being absent (e.g. Illness).



**It is a legal requirement that parents provide an explanation for all student absences.** This may be in the form of a letter, note in the diary (there is a section in the diary that needs to be filled out by parents), phone call or personal contact with teachers.

Parents/caregivers must let the school know **prior to an extended absence (3 days or more)** and **apply in writing** to the Head of Primary for an **exemption**.

In order to enforce regular and minimum attendance the following procedures have been put in place:

1. A minimum of 80% attendance is required for any student to move up from one grade to another the following year.
2. Students absent from college for a day or more must be accompanied by a letter from parents or a medical certificate explaining the reasons.
3. In the absence of this letter from parent or medical certificate, the teachers will send those students to the office where the office secretaries will ring the parents asking explanation and a letter to follow.
4. Any student absent from the college for more than 5 days (without medical reasons) will have to meet the Deputy Principal to discuss and explain their absence from the college.

\*\*\*\*\***IMPORTANT**\*\*\*\*\*

When a student is required to **leave the school grounds** for any part of the day (e.g. appointments) parents/caregivers are required to **sign them out** through the front office (A Block). If the student returns to school they must be **signed back in**.

Parents and guardians **are not permitted** to come to the classrooms to collect their child/ren without permission or a scheduled meeting time pre-arranged with the teacher. Please go to the school office for sign out procedure.

Families who choose to remove their child from school to go on extended leave or holidays must notify the school in writing. Students will not be allocated with work or homework to take with them if the period is for longer than 2 weeks. In some circumstances, students will be required to complete an enrolment test on their return.

## Punctuality



Students should arrive at school **between 8:00 and 8:20am**.

As part of the ongoing relationship between home and school, we believe that it is a parental responsibility to ensure that children arrive at school on time. When students come to class late, it can disrupt the flow of a lesson or discussion, distract other students, impede learning, and generally erode class morale. Late arrival disadvantages students and disrupts everyone else so punctuality is expected of all students.

**Students who arrive after 8:20am are considered to be late.**

Please find below the school procedures when a student is **late for school**:

1. Students coming must get themselves signed in by the office.
2. **Persistent late comers** will be dealt with other consequences.

## Curriculum

Year Three follows the Australian Curriculum. This curriculum is aligned across all schools in Australia, with the key concepts for a broader and more diverse teaching and learning goal. Students will be involved in 8 integrated units across the year, that will cover the content of the Australian Curriculum

whilst encouraging them to investigate the world around them. Each unit will have an enduring understanding: a big world idea that we want the students to learn and take

with them once the unit has been taught. At the conclusion of each unit, there will be one assessment piece that will cover all of the content areas taught. All information about the AUSTRALIAN Curriculum can be found in the Australian Curriculum Website: <https://www.australiancurriculum.edu.au/>

## English

By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns.

They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.



### Australian Curriculum – Strands

- Language
- Literature
- Literacy

Students will work towards the expected standard for a Year Three student through the above mentioned strands. They will engage in a variety of tasks, activities and learning experiences to meet the expected levels.

Some learning experiences will include:

- Reading and speaking tasks
- Writing, journals, creative responses, genre studies and text investigations
- Oral presentations
- In-class projects
- Literacy groups
- Literature studies
- Language studies, tasks and writing

**Useful Websites:** [www.literacyplanet.com](http://www.literacyplanet.com)

## Mathematics

By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and

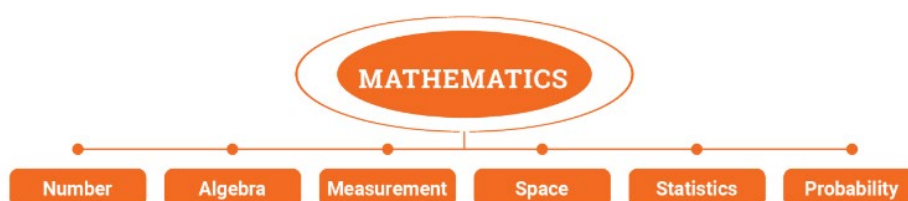


their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns.

Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.

Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.

### **Australian Curriculum Mathematics strands:**



### **Proficiency in mathematics**

Mathematics emphasises the importance of providing opportunities for students to develop proficiency in mathematics. It focuses on the development of increasingly sophisticated knowledge and understanding of mathematical concepts, fluency in representations and procedures, and sound mathematical reasoning and problem-solving skills. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical processes to solve problems efficiently and to make informed decisions. Proficiency in mathematics also enables students to reflect on and evaluate approaches and verify that answers and results are reasonable in the context.

**Useful Websites:** [www.imathsonline.com](http://www.imathsonline.com) and [www.mathsonline.com](http://www.mathsonline.com)

<https://v9.australiancurriculum.edu.au/>

## **Science**

By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.




Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Year 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems.

In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing

relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

### **Australian Curriculum Science Strands**

-  Science Understanding
-  Science as a Human Endeavour
-  Science Inquiry Skills



## **Humanities and Social Sciences**

The Year 3 curriculum focusses on the diversity of people and places in their local community and beyond, and how people participate in their communities. Students study how places are represented geographically and how communities express themselves culturally and through civic participation. Opportunities are provided to learn about diversity within their community, including the Country/Place of Aboriginal and Torres Strait Islander Peoples, and about other communities in Australia and neighbouring countries. Students compare the climates, settlement patterns and population characteristics of places, and how these affect communities, past and present. Students examine how individuals and groups celebrate and contribute to communities in the past and present, through establishing and following rules, decision-making, participation and commemoration.

The content provides opportunities for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action**. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context.

The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from three sub-strands: history, geography and civics and citizenship. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

### ***Inquiry Questions***

A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.

- How do symbols, events, individuals and places in my community make it unique?
- How do people contribute to their communities, past and present?
- What events do different people and groups celebrate and commemorate and what does this tell us about our communities?

## **Health and Physical Education**

The Year 3 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.



The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do

this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Year 3 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.



## The Arts

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts comprises of:

- Drama
- Media Arts
- Rhyme/Rhythm
- Visual Arts.



The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- Understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.
- These aims are extended and complemented by specific aims for each arts subject

## Digital Technologies

ICT program will show these changes through the introduction of Robotics while still maintaining ICT focus to ensure students are competent users of Digital Technologies.

Students have access to computers in the classroom, computer laboratory and learn.



- Peripheral devices
- Introduction to programming
- Communicating Ideas and information

**Peripheral devices**

- Explore, sort and classify peripheral devices. Use peripheral devices for a particular task.

**Intro to programming**

- Follow the design process to create a paper plane design using Paint 3D. Plan, Produce and evaluate the project.

**Communicate Ideas and information**

- Learn how information systems can be used by students and the community.
  - **Digital system and Data representation**
  - **Robotics**
  - **Introduction to Microsoft Excel**

**Basic operations**

- Correct turning on, shutting down
- Knowledge of various hardware and software and there particular functions.
- ICAS
- Left click and right click functions of mouse
- Saving files
- Copy and paste features between programmes
- Basic use of Microsoft word

**Programmes**

- Paint 3D
- Scratch 2
- MS KODU
- Microsoft Word
- Microsoft Power point
- Microsoft Publisher

## Excursions and Incursions

### Excursions

**Museum  
Centre (Ngutana Lui)**



**Sea World**

**Inala Aboriginal**



### Incursion



***Star Lab Planetarium incursion***

*(Note: The above Excursion/incursions are tentative. There may be some changes during the year.)*

## Homework

Homework is given out and expected to be done weekly. Students will also be required to learn and practice their weekly spelling words. Sometimes extra homework will be given if work needs revising or is not completed in class. Students will also be required to complete theme-based projects periodically.

### Homework Schedule

#### Early Years (Prep-3)

- Homework will consist of reading with parents, by parents and independently.
- Online Homework
- Simple extension activities associated with classroom learning.
- Gathering of additional information or materials.
- Homework will not exceed **30 minutes** a day. This includes all homework assigned by Specialist teachers.
- Homework will not be set over holiday periods.

## Library

All students visit the library each week. They borrow fortnightly and use the computer room the other week. Year 3 students can borrow three books for home reading, and we encourage our students to borrow frequently from the wide range of fiction and non-fiction books. Students are also encouraged to use the library during break times to change their library books for just enjoy the library space. Their allocated day is Tuesday. All students require a library bag to borrow.

## Parent - Teacher Communication

Any messages from home should be written in your child's school diary or emailed. If you wish to meet the teacher in person, please contact the school office and make an appointment.

## Lunch Boxes

Please ensure your child has a healthy lunch box each day. This should be free from any nuts, soft drink and canned food (for safety reasons). Please provide your student a water bottle for their desk to minimise disruptions while students leave the class for drinks.

Please note that students are not allowed to bring canned food to school. We recommend fresh fruits, vegetables, sandwiches, wraps and yoghurt. Our school promotes Litter-free Food days where lunchboxes contain only recyclable materials. No plastic or wraps.

## Food Policy

We have guidelines in place for all our staff at Islamic College of Brisbane to follow in order to ensure that food served in the school is Halal. We request parents to follow the guidelines on the Food Policy when bringing food for class functions. Please refer to the Food Policy on our Website for more information. ICB website → Administration → Policies → Food Policy

Food should be strictly from a Muslim owned and Muslim operated restaurant.

The restaurant should have a valid Halal Original Certificate (not photocopies or expired certificates) from a recognised organization (not individuals).

The restaurant by no chance must be selling or allowing alcohol on the premises and selling pork or pork related products.

Food from non-Muslim outlets like Pizza Hut or Mc Donald's will not be acceptable even if the menu is vegetarian or seafood due to the issue of contamination with pork/pork related products and non-halal meat sources during the preparation process.

Sweets, cakes and ice creams should be gelatine free and free from all animal derivatives unless it is stated as halal gelatine or from soy or vegetable source. Glycerol or glycerine must also be of vegetable origin.

E numbers are codes for substances which can be used as food additives. E numbers **E120 and E422** are not Halal and should be abstained from. The entire list of E numbers is extensive, and it is upon the individual to check if it seems doubtful. There are now iPhone and Android apps available such as **iEat Halal and iHalal** Food Guide that allow its user to check the ingredients using the phone. They are very useful apps to have when in the supermarket.

Students are not allowed to order or get food delivered through "uber, deliveroo" etc. There are few additives which are "always" of animal origin, such as:

**E120** Cochineal: a red colour obtained from female insects

**E441** Gelatine: derived from the bones and/ or hides of cattle and/ or pigs

**E542** Edible Bone Phosphate: an extract from animal bones

Whilst some additives with a common code such as **E471**, can be either of animal or plant origin and this latter type needs to be investigated on a case-by-case basis per product/ manufacturer. Most of the other additives are suitable.

Parents are requested to phone the school and check with the Principal or the Imam if they have any doubts.

## School Uniform

The wearing of the school uniform helps to encourage pride in our school and assists in the development of a strong school identity. Our school uniform is compulsory, and the correct school uniform must be worn to school at all times. It is extremely important that children come to school in neat, clean clothes every day. All students **MUST** wear an endorsed green, broad-brimmed school hat during playtime and any other outdoor activity. Students without hats will not be permitted to play. To avoid your child missing out on play, please ensure that they bring their hat to school **EVERY DAY**. Year 3 - Year 6 wear formal uniform except for HPE lessons in Term 2 & 3 and sports uniform in Term 1 & 4

Hats must be labelled clearly with the child's name and class. You can get uniforms from the shop addressed below.

School uniforms can be purchased from the  
**Lowes Woodridge** store  
 Located in: Logan Central Plaza  
 Address: 38-74 Wembley Road Logan Central

QLD 4114  
 Phone: (07) 3290 5625  
 Trading Hours – Lowes Woodridge

M-F: 9am to 5:30pm

Sat: 9am to 4pm

Sun: 10am to 1pm

### *Uniform guidelines:*

- 📖 Students are required to wear their formal uniform for all formal occasions such as excursions (unless otherwise specified), awards nights, college photos, other college or public functions.
- 📖 Jumpers, other than those with the official ICB logo, are not permitted.
- 📖 Hoodies are totally banned.
- 📖 The head scarf should be simply tied with no intricate styles including protruding buns. No hair should be showing.
- 📖 Undershirts must remain tucked in and not be visible around the waist, neckline or sleeve.
- 📖 Socks must be plain white at least ankle length and visible (no coloured trim).
- 📖 School sport team apparel (e.g., Futsal) to be worn at training/games ONLY.
- 📖 The College **understands and accepts** that some religions, cultures have specific dress and head wear requirements.
- 📖 Students must not mix and match between the formal and sports uniforms. For example, if wearing a formal shirt, formal pants (boys) or skirt (girls) must be worn. Trousers/skirts are to be maintained at a height that does not expose a student's skin.

### *Personal appearance:*

We encourage good looks, cleanliness and beauty. We promote the safety of our learners. Regular checks will be conducted fortnightly by school staff (teaching and non-teaching).

Hair, Jewellery, Make up

- 📖 Hair is to be washed, combed/brushed. Hair **must** be pinned away from eyes.
- 📖 Hair (for girls) that is shoulder length or longer should be tied back with appropriate accessories in school colours. (Health and Safety requirement)
- 📖 Hair colour is to be natural tones i.e., not bright or multi-coloured (such as pink, blue, green).
- 📖 Hair styles are to be neat and tidy e.g., no mohawks, no patterns, no undercuts, no wedges, no words/symbols shaved into the scalp, no shaved haircuts etc.
- 📖 Appropriate protective eyewear (safety glasses) is required to be worn in some Science Design & Technology classes.
- 📖 **No makeup (lip** colours, eyeliner, mascara or eye shadow)
- 📖 **Fingernails** are to be short in length so as to not present a Workplace Health & Safety hazard. **No** facial piercing permitted. **No** necklaces, bracelets, bands or anklets are allowed. Medical alert necklaces or bracelets are permitted. **No** visible markings/drawings on skin including stick-on tattoos. **No** coloured nail polishes. **No** studded belts. **No** handbags permitted for schooling purposes. One earring (plain studs or sleepers) per ear for pierced ears, or sleepers without dangling parts or beads. One wristwatch

Appropriate school badges, Items required for identification of medical conditions, Religious or cultural necklaces may be worn out of sight, Plain hair accessories to be worn and only if needed. Students may wear hair ribbons or clips in the college colours (white and green). All other accessories are not permitted. These include but are not limited to bandanas, beanies and brightly coloured headwear.

**Please refer to the Primary Uniform Policy on our Website for more information. ICB website → Administration → Policies → Primary Uniform Policy**

## School Expectations

All school expectations are communicated to students on a regular basis. These expectations are taught to students.

<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Be in class on time</li> <li>• Be prepared and ready to learn</li> <li>• Follow teacher/staff instructions</li> <li>• Use good manners at all times</li> <li>• Care for others and their property</li> <li>• Speak kindly and in an appropriate volume.</li> <li>• Be respectful and inclusive of everyone's differences</li> </ul>	<ul style="list-style-type: none"> <li>• Care for school equipment and property</li> <li>• Students to enter classroom only with Teacher/staff supervision</li> <li>• Keep your hands, feet and objects to yourself</li> <li>• Walk safely through the classroom</li> <li>• Behave in a safe manner</li> <li>• Use technology appropriately</li> </ul>
<b>Prayer Hall</b>	<ul style="list-style-type: none"> <li>• Enter the prayer hall quietly and join your class line</li> <li>• Be ready for prayer and make wudu during your class's wudu time</li> <li>• Walk when coming in and leaving the prayer hall</li> </ul>	<ul style="list-style-type: none"> <li>• Follow teachers and Imam's instructions</li> <li>• Keep your hands and feet to yourself</li> <li>• Pray quietly and follow the Imam</li> <li>• Set good example for peers- model appropriate behaviour</li> </ul>
<b>Library</b>	<ul style="list-style-type: none"> <li>• Walk in the library</li> <li>• Care for books and resources</li> <li>• Pack away all items when you have finished with them</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet, inside voices</li> <li>• Return books on time and to the 'returns box' when due</li> <li>• Bring Library bag (Primary)</li> </ul>
<b>Assembly</b>	<ul style="list-style-type: none"> <li>• Enter hall on time and sit quietly throughout assembly</li> <li>• Listen to speakers</li> <li>• Stand quietly, with hands by your side during anthem</li> </ul>	<ul style="list-style-type: none"> <li>• Follow staff instructions</li> <li>• Keep hands and feet to yourself</li> <li>• Acknowledge everyone's successes</li> </ul>
<b>Outdoor Play areas</b>	<ul style="list-style-type: none"> <li>• Follow teacher/staff instructions</li> <li>• Play fairly, safely and inclusively</li> <li>• Wear a hat when outdoors</li> <li>• Walk on concrete areas</li> <li>• Be aware of others when playing</li> </ul>	<ul style="list-style-type: none"> <li>• Play running games/activities on grassed areas</li> <li>• Remain off playgrounds before and after school</li> </ul>
<b>Eating Areas</b>	<ul style="list-style-type: none"> <li>• Stay in your year level eating area (primary)</li> <li>• Raise your hand to be released to play by the duty teacher (Primary)</li> <li>• Remain seated until you're dismissed (Primary)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the duty teacher's instructions</li> <li>• Sit down while eating</li> <li>• Keep your area clean and tidy</li> </ul>
<b>Tuck-shop</b>	<ul style="list-style-type: none"> <li>• Line up in a single, quiet line</li> <li>• Keep hands and feet to yourself</li> <li>• Always use your manners- 'may I', 'please', 'thank you' and 'excuse me'</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently for your turn</li> <li>• Visit the tuck-shop with plenty of time before the end of the break</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Walk straight to the toilets and straight back to class</li> <li>• Keep the toilet area clean</li> </ul>	<ul style="list-style-type: none"> <li>• Use the toilet during break times</li> <li>• Practice good hygiene- flush toilets, use soap to wash hands</li> </ul>
<b>Pick-up Bays</b>	<ul style="list-style-type: none"> <li>• Follow class teacher when leaving class to go to the pick-up bays (primary)</li> <li>• Be alert and ready for collection- keep your belongings in bag</li> <li>• Wait in your designated pick-up areas</li> <li>• sit on the benches when waiting at the bays</li> <li>• Keep pathways clear</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the teacher on duty's instructions</li> <li>• Model safe and respectful behaviour for other students</li> <li>• Wait patiently</li> <li>• Return to the office if you have not been collected</li> </ul>



## School Award System

At Islamic College of Brisbane, we focus on seeking out and drawing attention to the behaviour which we wish to develop. There is consistent and public praise of positive behaviour in order to reward the student who is doing well and encourage others to emulate that behaviour. In addition to praise, students appreciate visible signs of recognition and will work towards achieving a reward.

### Proactive Approach to Managing Behaviour

- At our school, fostering a positive and inclusive learning environment is at the forefront of our approach to managing behaviour. Our proactive strategies are designed to build a community where everyone involved can make positive contributions and realize their full potential.
- Empowering students is a cornerstone of our philosophy. We provide them with the tools to make correct decisions and instil a deep understanding of the rights of others. Through explicit teaching of expected behaviour, we ensure that every student is aware of the standards we uphold. This not only sets clear expectations but also equips students with the knowledge to navigate social interactions effectively.



- We believe in reinforcing positive behaviour. Our school actively models the correct behaviour, demonstrating the values we uphold. Daily reminders serve as gentle nudges to keep students on track, and any positive behaviour is met with recognition and rewards. This creates a culture where good conduct is celebrated and encouraged.
- Communication is key, and at our school, expectations are not only communicated regularly but also actively taught. We have developed a set of easily understood rules that are fair, clear, and consistently applied. This provides a solid framework for behaviour, promoting a sense of fairness and equity among the students.
- We support our students in achieving success in learning through various means. This includes not only academic support programs like counselling and remediation but also initiatives that develop essential life skills. Our focus extends beyond academics to self-discipline, self-evaluation, communication, and conflict resolution skills.
- In essence, our school takes a holistic approach to behaviour management. By creating an environment where positive behaviour is the norm, empowering students to make responsible choices, and offering comprehensive support programs, we lay the foundation for a community that thrives on mutual respect, understanding, and continuous growth.

# Plagiarism

## What is Plagiarism?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense.

### All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you reference it or not. ([http://www.plagiarism.org/plag\\_article\\_what\\_is\\_plagiarism.html](http://www.plagiarism.org/plag_article_what_is_plagiarism.html))



Students must submit their own work and correctly reference any websites or books used for information in projects. It is crucial that students learn the skill of reading information for projects/ investigations and writing it into their own words and referencing when necessary. ***It is fantastic when parents help throughout projects and investigations, however it is necessary that a student think and write for themselves.*** A parent's role is to guide and support a child into completing work independently. If it is suspected that a student has plagiarised work then a 'E'grade will be given and it will be noted on a student's file for future reference.

## Procedure for Conflict Resolution

1. The initial point of contact will be the class teacher before or after school or by telephone to arrange a mutually convenient time to discuss the concerns or send a note asking for such an appointment. Parents should not approach any student in school grounds to solve conflict as this will result in you receiving a formal reprimand from the school.
2. Be calm and non-threatening when approaching / talking with staff.
3. Set up good communication processes with the class teacher.
4. When an issue is raised with the classroom teacher, it will be followed up by the teacher. The parent will be contacted and given a report on what has been done to address the issue.
5. If parents are dissatisfied with the outcomes, they can contact the school office and make an appointment, with the Head of School (School Matters) or the Dean of Students (Well-being and Behaviour). They must be informed about the reason you would like the appointment and They will discuss an appropriate way forward with you. This may include organizing a meeting with relevant parties at a mutually convenient time.
6. If the above process does not result in resolution then it must be brought to the attention of the Management Team through the complaints process. The Complaints or feedback form needs to be completed and the matter will be addressed according to our complaints process.

Discuss the concerns with the class teacher.



When an issue is raised with the classroom teacher, it should be followed through by the teacher. The parent should be contacted and given a report on what has been done to address the issue.



If parents are dissatisfied with the outcomes, they should contact the school office and make an appointment with the Head of School.



If the above process does not result in resolution, then it must be brought to the attention of the school Management Team through the complaints form on the school website.

# ARABIC STUDIES

## Rationale:

Learning Arabic language with English is a very essential part of the common curriculum and activities in the Islamic College of Brisbane for the following reasons:

- The development of students' language skills and cultural understanding
- Allow the easy understanding of the Quran and Islam
- Part of the essential areas of learning strategies are advised by the Australian Education Council
- The development of cross cultural and international understanding
- The development of skills for students to allow them to adapt to living in an Islamic country and to communicate with Muslims in different places and environments

## Profile of target learners:

This course is designed for students Year 3 from non- English- and English-speaking background

## The way this course is designed to address the learner profile:

The course addresses different simple topics and areas, social, economic, current issues, health, people and cultures. The four macro skills of listening, reading, writing and speaking, will be developed with reference to the different topics and issues mentioned. Vocabulary development, pronunciation, grammar, reading to understand and developing simple logical sentences will be taught to students to help them further develop their Arabic language skills.

## Benefits to students who learn Arabic:

- Increase confidence in communicating in Arabic
- Enhance social development
- Reading of the Quran
- Gaining skills in reading, writing and listening
- Expand the knowledge and understanding of Islam and the Quran
- Future benefit to the wider community
- Make them intellectually aware of the Arabic language

Learning Arabic in pre-school and primary stage is the best time. This is because of the following reasons:

- Better learning abilities at this stage
- The right attitude and innocent behaviour
- Energy and enthusiasm to learn Arabic and other languages
- Can manage to study Arabic and learn how to read the Quran and learn Islamic studies without hindrance
- Teach them from an early stage to appreciate the Arabic language and establish a solid foundation in their mind and heart
- Ability to learn from different teachers

## Aims of the Arabic lessons:

- Reading and understanding of the holy Quran
- Reading and understanding of Arabic and Islamic literature
- Verbal and written communication in Arabic
- Increase students' skills in Arabic language for future classes
- Increase students' confidence in communicating

## Objectives:

- Recognition of numbers and letters in Arabic
- Make up complex phrases
- Identify colours
- Identify school resources
- Familiarisation with Islamic and Arabic traditional stories
- Identify Islamic and Arabic symbolism

## Other aims and Objectives:

- Developing simple conversation with other people, asking questions, and talking
- Simple reading and understanding
- Simple comprehension
- Apply vocabulary for daily use
- Write simple sentences

## Principle organisation of course/program:

This course will be delivered in class through lessons and activities. Evidence contributing toward competence will be taken and assessed throughout the course.

## Main content area of the course/program:

- Listening
- Speaking
- Reading
- Writing

The course is formulated for students to develop their skills in these four areas; writing, listening, reading and spoken aspects of the course.

The course skills are structured and organised to allow students' easy study. The course tasks and assignments develop students' skills in organising and writing. The course homework and assignments are structured to also develop the skills necessary for students.

## Content:

1. Colours 1
2. Colours 2
3. My house
4. School resources
5. My Bird
6. The names of the villagers
7. My Cat
8. Where did you come from

## Nasheeds

To be advised

## **Assessment content and guidance:**

Description- (Weighting (%) To be advised)

### **1. Listening and Speaking**

- 1.1. Listening for specific words, details, information
- 1.2. Asking why, what, who, where, when questions
- 1.3. Asking for requests and apologising
- 1.4. Talking about different issues
- 1.5. Describing different issues

### **2. Reading and Writing**

- 2.1. Reading for main ideas and details
- 2.2. Identifying a simple logical sequence in a text
- 2.3. Guessing the meaning of vocabulary from context
- 2.4. Writing instructions, a description of a place, an animal etc.

### **3. Non face to face activities**

- 3.1. Work independently
- 3.2 Work with other students
- 3.3. Reading stories
- 3.4. Improving skills

## **Informing students of their progress:**

To support students in their learning and to provide ongoing encouragement and advice, it is critical that students receive constructive and timely feedback that extends beyond ticking a box or providing a mark.

## **To assist students to improve their learning and their progress, further feedback must be:**

- Specific and detailed so that students can clearly see their strengths and weaknesses and what they can do to improve their learning
- Based on the criteria used for assessment
- Be provided in a timely way so that students can use the feedback to build on their learning towards the next task
- Provided in several ways such as informally, formally, directly, or indirectly.

## **Teaching material for this course:**

Arabic in the grasp of our children 3

# Quran and Islamic Studies Year 3

## Rationale:

Learning Islamic studies is a very essential part of the common curriculum, and activities in the Islamic College of Brisbane for the following reasons:

1. The development of student's cultural understanding, religious beliefs and mental skills as a Muslim.
2. Allow the easy understanding of the Quran recitation with all the Tajweed rules and memorize (Hifz) the small and needed Surahs.
3. The development of the great cross cultural and interreligious understanding.
4. The development of skills for students to allow them adapt to living in an Islamic situation and to communicate with Muslims in different places and environments.

## Benefits and Aims to the students who learn Islamic:

1. Increase confidence in Islamic living.
2. Increase in social development.
3. Reading of the Quran.
4. Expand the knowledge and understanding of Islam and the Quran.
5. Future benefit to the wider community.
6. Make them intellectually aware of the religion.

## Quran

Recitation: Iqra (*towards reading the Qur'an part two*) with the rules of Tajweed.

Hifz (memorization): Surah Ad-Duha, Surah At-Teen, Surah Al- Inshirah and revision of all previous Surahs.

## Assessment

Assessment tools used in this subject include small examinations or worksheets, multiple choice and true or false questions, classroom demonstrations, presentations and semester exams will be used in the evaluation of the student's performance. Assessment will include teacher's observations and student's achievement of objectives. The learner's participation in the class activities and his/her growth and development will be main criteria.

## Teaching materials for this course

- I love Islam part 2 Islamic studies text book
- I love Islam part 2 homework book
- Towards reading the Qur'an, Iqra book part 2
- Holy Quran with the Rasmul Usmani.

## Growth Mindset

Every student's well-being is our priority. In Year Three we believe in Growth Mindset and positive thinking for the same.

Growth mindset is a concept that refers to how we face challenges and setbacks. It was developed by Stanford University professor Carol Dweck. A big part of having a growth mindset is not letting failure stop you from working to improve. It is important for students to know that setbacks can actually provide a way forward. We encourage our students to speak up when something isn't working and ask for help from the people around them.

Kids with a growth mindset believe their abilities can improve over time. Praising the way kids approach a challenge is key to helping them develop a growth mindset. Talk to them about what they learned from experiences. Ask questions like, “How would you study differently next time?” Having a growth mindset can have real benefits for kids with learning and attention issues.

### Developing a Growth Mindset

Instead of ....	Say this...
<b>I'm not good at it.</b>	What am I missing?
<b>I give up</b>	I will try differently.
<b>This is too hard.</b>	This may take some time.
<b>I'll never be smart.</b>	Each day I learn new things.
<b>My friend can do it.</b>	I will learn from them.

The Wellbeing Hub is a purpose-designed space that provides confidential and accessible wellbeing services for all ICB students and families.

Our Wellbeing Hub team are highly skilled and play a crucial role in supporting children and young people in our ICB community to thrive, making a real difference in their lives.

Uniquely qualified, including a counsellor, social worker, social support teacher, youth guidance officer, youth worker and registered nurse, it is through a commitment of establishing warm and trusted relationships and a culture of care that our Wellbeing Hub team apply their expertise to support and enable young people to develop holistically.

*ICB affirms its commitment to wellbeing as striving for total human development through tarbiyah guided by the principle of tawhid which entails a unified, integrated, holistic approach – body, mind, and soul.*

*(ICB Wellbeing Policy, 2022)*

We work with our young people and their families to nurture and support their personal, social, emotional, spiritual, and educational development, to enable them to awaken their voice, realise a sense of purpose, and experience connectedness, to reach their full potential.

We also offer free and confidential counselling support to all the ICB community.

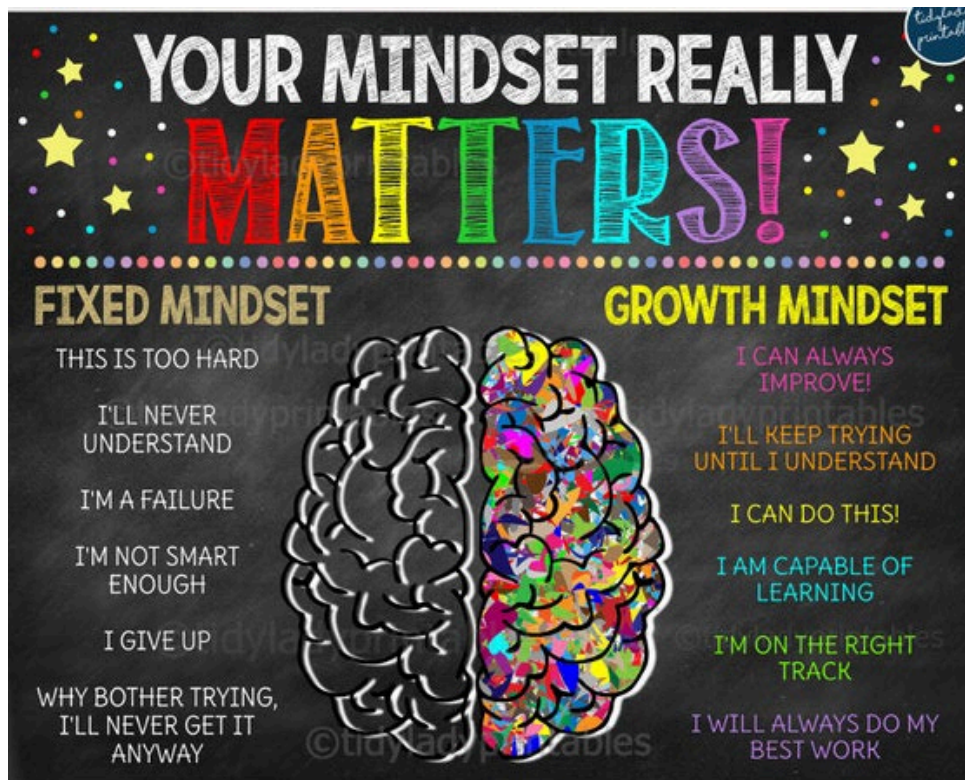
Our Wellbeing Hub team provides health promoting, prevention, and intervention wellbeing services in addition to crisis counselling services.

- Our *health promoting* wellbeing programs aim to engage and empower children, young people, and everyone in our ICB community to increase control over, and to improve, their holistic health (capacity) and provide healthy environments that promote balance across developmental domains (physical, spiritual, social, emotional, intellectual / academic).
- Our *preventive* wellbeing programs and services aim to prevent anticipated problems, challenges, stressors, or conflicts.
- Our *intervention* efforts often entail a coordinated approach within and beyond our Hub Wellbeing Team and seek to identify unmet needs impacting on wellbeing, and engagement in school, maintaining the dignity of the child / young person, and supporting re-engagement.
- Our school *counselling service* works directly with students to help them with issues related to learning, peer, and family relationships, and managing difficult emotions.

Our team is committed to strength-based, solution focused, holistic wellbeing services. We value the dignity of children and young people, to be honoured and preserved as the highest of priorities. We hold asset-based views (applying the principle of *husna al adhan*; holding positive views and high opinions) of children and young people, and their families – as the basis of relationships, engagement and our practices, programs, and services (Draft Stimulus Paper: Shared Vision for Islamic Schooling in Australia, 2022).



Contact details: [whassoneh@icb.qld.edu.au](mailto:whassoneh@icb.qld.edu.au) or 07 3841 3645



Thank you for taking the time to read the Year Three information booklet. If you have any further questions or concerns, please contact the school office or your child's class teacher.

Please ensure you have current details recorded at the school office. We encourage families to regularly visit the school website for information, news and updates. [www.icb.qld.edu.au](http://www.icb.qld.edu.au)